

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; font-size: small;"> RECEIVED TEXAS EDUCATION AGENCY 01 MAY 13 PM 2:27 DOCUMENT CONTROL CNTR DISCRETIONARY GRANTS </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Hillsboro ISD	109-904	Hillsboro High School/001 Hillsboro Junior High/041	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746001096	12	25	024721227
Mailing address	City	State	ZIP Code
121 East Franklin Street	Hillsboro	TX	76645-2137
Primary Contact			
First name	M.I.	Last name	Title
Sheila	D.	Bowman	Executive Dir. Curriculum Svcs.
Telephone #	Email address		FAX #
254 582-8585	bowman@hillsboroisd.org		254 582-4165
Secondary Contact			
First name	M.I.	Last name	Title
Cindy	S	Darden	Director of Inst. Technology
Telephone #	Email address		FAX #
254 337-7052	darden@hillsboroisd.org		254 582-4165

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
James	L	Gilcrease	Superintendent
Telephone #	Email address		FAX #
254 582-8585	gilcrease@hillsboroisd.org		254 582-4165
Signature (blue ink preferred)	Date signed		

5/12/2014

Only the legally responsible party may sign this application.

701-14-107-229

Schedule #1—General Information (cont.)

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

As a way to pilot a 1:1 program, Hillsboro ISD plans to provide on-demand access to appropriately configured technology and home internet access for students in grades 8 & 9. These students were chosen based on data gained through BrightBytes surveys on student and teacher proficiency in utilizing technology. These students were also chosen because they are the first students who will graduate under the new HB 5 graduation plan. The district has chosen to use tablets as the device of choice which would provide students 24/7 access to instructional materials. These devices and materials would allow students in these grades to have the tools necessary to communicate, collaborate, construct knowledge, and critically think about real world problems and their solutions. Hillsboro ISD is applying for this grant because the district's instructional materials allotment is not sufficient to support such a program due to the recent purchase of instructional materials in math and science. Because Hillsboro ISD is a district with almost 80% of its students identified as economically disadvantaged, a large number of our students do not have a personal device dedicated to their learning. A recent BrightBytes survey showed that 83 % of Hillsboro ISD students do have access to a device, but 51 % stated that the device was shared among family members. In order to provide equity in access, Hillsboro ISD will enrich our technology lending program with BRIDGE, Bringing Internet and Devices for Global Education, for students in the fall of 2014. Although Hillsboro ISD already has a technology lending program, the program in place keeps devices on campuses. The BRIDGE program will allow students with the greatest need based on free and reduced lunch status to check out devices and internet hotspots for home use which would allow 24/7 access to learning. With the BRIDGE technology lending program, Hillsboro ISD 8th and 9th grade students will be able to have anytime/anywhere access to information, which is a goal of the Texas Long-Range Technology Plan, 2006-2020 as well as the mission of Hillsboro ISD, "Preparing Today's Students for Tomorrow's World." This particular student and teacher group of next year's 8th & 9th graders was identified as emerging in the use of the 4 C's, collaboration, communication, critical thinking, creativity. However, teachers of this group were identified as having exemplary 21st century foundational skills. With focused professional development, particularly targeting the SAMR model, and personal devices in student hands, the district's goal is to move students and teachers to exemplary in the use of the 4 C's and transformation in the SAMR model in two years after implementing a device lending program.

The budget for the lending initiative first began with identified needs shown through data gathered through BrightBytes surveys and the district's STaR charts. Different types of devices were considered but because of the tablet's unique capability to allow students to create, collaborate, communicate, and critically think, because of their user-friendliness and ability to be managed through device management software, tablets were chosen for the lending initiative. The budget process began with the number of students that would be potentially be served in each grade level chosen as well as the price of the device, the cost of the management software, the cost of the insurance, as well as protective cases for the devices. Also, shipping costs for devices were budgeted. Mobile hotspot devices and two year data plans based on numbers indicated from BrightBytes surveys of students' homes without internet plans were also budgeted.

The demographics of the Hillsboro Jr. High and Hillsboro High School both easily surpass the defined goals for eligible applicants for the Technology Lending Program, with both campuses being identified 75.5% and 73.9 % respectively, according to 2012-2013 Campus Profile from the Texas Academic Performance Report. One hundred percent of the students in the classes of 2018-2019, according to a recent BrightBytes survey, do not have access to personal devices nor are 100 % of the homes of these students equipped with internet access. A check-out program at Hillsboro Jr. High and Hillsboro High School would place technology and internet access in those students' hands, thus giving them 24/7 access to learning.

The needs assessment process is designed through the district's technology team, which consists of the district technology coordinator, the district instructional technologist, the Executive Director or Curriculum Services, and the Senior Executive Director of Finance. Utilizing the district's technology plan, as well as the Texas Long-Range Plan for Technology, the team meets regularly to determine the plan's efficacy and what additions or amendments need to be included in the plan as the district's technology needs change. The team with their varied focus-- instructionally, technologically, and financially-- work together to assess what needs to take place to serve our students as 21st Century Learners. It was through this team that a need for increased bandwidth across the district was noted. This doubling of

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

bandwidth the summer of 2014 assures infrastructure is more than adequate for a technology lending program and subsequent use of devices throughout the district.

The management plan developed for the grant will include district leader input and oversight which will ensure that the program receives consistent, high-quality management. The BRIDGE Coordinator, who will be the chair of the BRIDGE Technology Lending Committee and a district employee, thus subject to fingerprinting requirements, will report to the Executive Director of Curriculum Services weekly to review progress of the initiative. The role of BRIDGE Coordinator will be filled by an individual with managerial and communication skills, as well technological skills. The BRIDGE Coordinator will develop the lending program handbook which will focus on the lending of devices and internet hotspots for those without internet at home, update the student Responsible Use Policy, advertise the program to the community, coordinate professional development for campuses on utilizing 1:1 technology, establish student eligibility for device and internet check-out, acquire board approval for program, hold orientation training meetings with families and students; collect and file lending agreements, oversee device insurance, inventory and check-in and check-out equipment through Follett on campus libraries, conduct device inventory checks; hold committee meetings, provide surveys for user/teacher feedback, and oversee the student technology team for the genius bar, the area on campuses where tablet troubleshooting occurs. The BRIDGE coordinator will also verify and document instructional technology material training for teachers which will take place during the summer and fall of 2014.

The program will be evaluated by using feedback from teacher, student, and parent surveys throughout the two year BRIDGE program. The timeline for implementation will also be used as a guideline to assure a timely and efficient process. The BRIDGE committee, during their monthly meetings, will also gauge progress of the program by assessing use of electronic instructional materials and innovative teaching practices shared by the teachers in a shared document. The continuation of BrightBytes surveys and their subsequent results will also be reviewed looking for growth in the 4C's. Principals at the appropriate campuses will also note uses of electronic instructional materials in lesson plans and through a shared campus documents.

In summary, Hillsboro ISD's BRIDGE program will provide tablets for check-out and internet access to those students in the class of 2018-2019 who require personal devices and retrieval of internet resources for 24/7 on demand access of digital instructional tools to enhance a global education. This application completely and accurately answers all TEA requirements with thorough explanations through each required Schedule of the grant application.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 109-904	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32	
Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	
Schedule #9	Supplies and Materials (6300)	6300	\$99472	\$	\$99472	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$99472	\$	\$99472	
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$99472	\$	\$99472	

Administrative Cost Calculation

Enter the total grant amount requested:	\$99472
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$14921

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 109-904

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	Tablet	To provide personalized learning for 8 th and 9 th grade students, so that they have anytime, anywhere access to gain 21 st century skills.	160	\$379		
	2	Mobile Hotspot Device	To provide Internet connectivity	25	\$50		
	3	Caching Server	To speed up the download of distributed software from web store.	1	\$1530		
	4	Laptop	To create device specific images	1	\$1500		
	5				\$		
6399	Technology software—Not capitalized					\$3312	
6399	Supplies and materials associated with advisory council or committee					\$0	
Subtotal supplies and materials requiring specific approval:						\$68232	
Remaining 6300—Supplies and materials that do not require specific approval:						\$31240	
Grand total:						\$99472	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 297

Category	Number	Percentage	Category	Percentage
African American	55	N/A	Attendance rate	97.1%
Hispanic	162	N/A	Annual dropout rate (Gr 9-12)	0%
White	74	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	3	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	219	73%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	16	5%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	5	2%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public									166	134					300
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:									166	134					300

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Schedule #13—Needs Assessment

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hillsboro ISD's desired accomplishment is anytime, anywhere personalized learning for all students that integrates the four C's: communication, collaboration, creativity and critical thinking. Additionally, Hillsboro ISD's teachers will provide learning opportunities across all subject areas by integrating technology seamlessly into curriculum activities. Currently, a technology lending plan exists on all of our campuses, but the ability for students to check-out those devices to take home does not yet exist. Hillsboro ISD's needs assessment began with a review of STaR chart data from each campus to assess our teachers' level of progress, particularly in reference to seamlessly integrating technology into daily teaching and learning. All but one of our district campuses were between Developing Tech and Advanced Tech, but none were yet at Target Tech in any areas. One reason that technology could not yet be seamlessly integrated into a student-centered learning environment was a lack of personal technology resources by students at our campuses. As a district, we felt our next step was to gather data on exactly how many students had access to those personal devices. Additionally, HISD believes in anytime, anywhere learning for our students, but knew that because we had such a large number of economically disadvantaged families in our district, that access to anytime, anywhere learning was not equitable in our schools. Many families just did not have internet access in their homes. So, in addition to finding out the number of students with personal technology devices, we needed to know how many of our families actually had 24/7 internet access. Additional information was needed to indicate at what grade levels most students utilize technology for independent, personalized learning and where opportunities were most prevalent to build skills necessary for success in the workforce and higher education.

A BrightBytes survey was administered in grades 3-12, to teachers and students. Results from these surveys indicated that an inequity existed across the district as far as access to personal devices and 24/7 access to the internet. The BrightBytes survey indicated that 83% of students at Hillsboro Jr. High and Hillsboro High School have a device at home, but 51% of those students share that device. According to Pew, although 93% of teens have a computer or have access to one at home, 71% share that access with other family members which interferes with anytime, anywhere learning. When we factor in information of grade levels that require technological devices to enhance learning, our junior high and high school students were prime for a technology lending program. Additionally, one of the insights gained from the BrightBytes survey was that only 77% of our junior high and high school teachers can check-out devices for their students to use in class when needed more than half the time. We need to increase this percentage because if it is difficult for teachers to get access to the technology that they need for their students, then they are not as likely to incorporate the 21st century learning into their curriculum. We want better opportunities for our students because regular use of technology in the classroom is a precursor to connected, transformative learning (Horizon Report, 2013). Also, the survey indicated that only 25% of our junior high and high school students were asked to write online at least monthly. With increased access to devices we can increase this percentage. We believe this is an important need because digital communication increases students' abilities to connect with real world readers, increasing engagement (Pew, 2013). Finally, the survey results showed that 40% of junior high and high school teachers asked their students to complete online assignments at least monthly. If students have more access to devices the teachers can increase the amount of online assignments. This is a need because more opportunities to collaborate digitally foster teamwork skills (National Writing Project, 2013).

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	According to a recent BrightBytes survey, 83 % of Hillsboro ISD's secondary students have 24/7 access to a personal technology devices. Because of this inequity, these students are missing opportunities for personalize learning and access to global resources which can build a wide range of new skills and literacies required to navigate the future.	The BRIDGE Project would allow our students to develop 21st century skills to prepare them to be future leaders of the global community by bridging the gap in the digital divide and providing 8 th and 9th grade students with access to the required digital resources necessary to gain 21st century skills
2.	Because of the new graduation requirements, the class of 2018 will have opportunities to personalize their educational pathway. A locally required keystone class will be utilized to begin a digital portfolio and create a self-selected career-focused project that connects their interests to the required standards for their endorsement area.	The BRIDGE Project would give the class of 2018 anytime/anywhere 24/7 access to technology devices and digital resource and would allow students to move beyond existing practices and physical space to be the vanguards of an educational experience empowered by technology.
3.	29% of our 8 th and 9 th grade students do not have internet access at home which constrains their learning opportunities beyond the classroom.	25 internet hotspot devices will be available to lend to students when assignments require Internet access from home.
4.	100% of 9 th grade students need dedicated access to a device that will allow them to utilize quality digital instructional materials and have virtual and online learning opportunities.	Provide 100% of the 9th grade students with dedicated access to a device. The devices will allow students to use digital media content and social networking technologies as well as digital instructional materials to collaborate, construct knowledge and provide solutions to real-world problems.
5.	The majority of technology use at school is restricted to computer labs which limits anytime/anywhere access to real-world educational tools and digital resources for students. The stationary nature of most of the school's current technology limits or prevents seamless integration of technology in innovative educational content.	The grant program would provide equity in access to technology devices which in turn would place necessary tools in students' hands for building 21st century skills and supporting digital-age literacy.

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Schedule #14—Management Plan

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Bridge Coordinator	Managerial, communication, and technological skills; principal certification required, and experience with organizing materials, i.e. textbooks, etc. would be beneficial. Experience delivering/coordinating professional development required. Experience coordinating student technology support group would be beneficial.
2.	Campus Technology Support	District technician
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Implementation	1. Develop lending program handbook	09/01/2014	09/15/2015
		2. Update student Responsible Use Policy	09/01/2014	09/15/2014
		3. Create grant committee	09/01/2014	09/15/2014
		4. Establish student eligibility questionnaire	09/15/2014	09/30/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Professional Development	1. Provide PD for Science and Math teachers	06/25/2014	12/10/2014
		2. Provide PD for administrators	06/01/2014	12/11/2014
		3. Provide PD for ELAR and History teachers	06/01/2014	12/12/2014
		4. Train student Genius Bar workers	09/01/2014	10/01/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Communicate with Stakeholders	1. Present information to stakeholders	09/8/2014	09/10/2014
		2. Advertise program to community	10/1/2014	10/15/2014
		3. Orientation/training with stakeholders	10/7/2014	10/21/2014
		4. Orientation/training with students	10/7/2014	10/21/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Prepare and Check-out Equipment	1. Order equipment and supplies	10/01/2014	11/01/2014
		2. Order hotspots and data plans	10/01/2014	11/01/2014
		3. Collect agreements	10/15/2014	10/31/2014
		4. Inventory devices	10/17/2014	10/31/2014
		5. Train student genius bar workers in procedures	10/17/2014	10/31/2014
5.	Check-in Equipment and Evaluate Effectiveness	1. Conduct walkthroughs of classrooms and adjust	11/07/2014	05/29/2015
		2. Conduct committee meetings and adjust	11/07/2014	05/29/2015
		3. Complete surveys for feedback	11/07/2014	05/29/2015
		4. Have tablet and hotspot inventory checks	11/07/2014	05/29/2015
		5. Check in tablets and inventory	05/26/2014	05/29/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the approval of the school board of trustees, the district and campus action plans are created annually to establish goals and identify areas for improvement. Hillsboro ISD practices on-going, collaborative decision-making to promote continuous improvement at both the campus and district level. The district leadership team, campus leadership teams, district site-based decision-making committee, campus site based decision-making committee, district design teams, campus design teams, and district education improvement committee are very active. These committees meet on a regular basis and the leadership follows established Schlechty protocols to facilitate the attainment of established goals and objectives.

At the regular meetings of these committees, progress toward the identified goals and objectives is evaluated. If the committee determines that adjustments are necessary, then the critical changes are made. Good communication is crucial to our district's success. Any changes that are made to existing plans are then shared with all of the stakeholders via the appropriate and established transmission channels.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time, Hillsboro ISD is a BYOD/BYOT district. Students have been bringing and utilizing their devices in classrooms since 2013, when the district became wireless on every campus. Classrooms throughout the district utilize iPads and Chromebooks for student learning. Teachers throughout the district recognize the benefit of technology in learning. However, because not all students have personal access to devices, the teachers were limited at how instruction had to be delivered. The BRIDGE program will provide devices 24/7 for students, creating an equity that has not existed in classrooms. Teachers have created flipped learning opportunities that have been enjoyed by students who have access to devices at home. Those who did not had to find a time during the school day to view the instructional piece through a borrowed device at school. With the BRIDGE program, personalized learning can occur anytime/anywhere.

The BRIDGE coordinator will synchronize efforts to maximize effectiveness of grant funds by meeting frequently with BRIDGE committee members and BRIDGE students. Adjusts for improvements to the program will be ongoing. Teachers and students who utilize technology in innovative ways will be named BRIDGE Builders and honored for their efforts in constructing and working in a 21st Century environment.

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By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Continue surveys with students and teachers associated with BRIDGE program	1.	Students' and teachers' efficacy in the 4c's will continue to improve
		2.	Student work will move to the transformational area of the SAMR model
		3.	
2.	Monitor students served with BRIDGE program for creative application of technology	1.	Students' creation with device in electronic portfolio
		2.	
		3.	
3.	Monitor number of students served by the BRIDGE program and their attendance	1.	Number of Bridge program participants will maintain or grow
		2.	Attendance will be above 95 %.
		3.	
4.	Monitor BRIDGE students with qualitative surveys and focus groups	1.	Student surveys and interviews will indicate that personal devices and internet access positively enhanced learning experience
		2.	Student surveys and interviews will indicate increased motivation due to 24/7 access to device
		3.	
5.	Monitor BRIDGE devices through mobile device manager software	1.	Devices will show use-time around the clock, not just during school hours.
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection will take place throughout the program both quantitatively and qualitatively through surveys, student interviews, and grade and attendance analysis. Program level data, e.g. number of tablets on loan, number of hotspots loaned, data plan usage report, and usage report of devices through mobile device management software will be collected through the BRIDGE coordinator. The BRIDGE coordinator will also meet with students to confirm addition of work to electronic portfolios as well meeting with student and teacher BRIDGE focus groups for ways to enhance the lending program in ongoing and continuous ways.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to provide equity in access to electronic instructional materials, Hillsboro ISD is requesting \$99,471 from the 2014-2016 Technology Lending Program Grant to enrich an already existing technology lending program with BRIDGE, Bringing Internet and Devices for Global Education, for 8th and 9th students in the fall of 2014. Although Hillsboro ISD already has a technology lending program that provides carts of iPads and Chromebooks that can be checked-out, the lending program in place requires devices stay on campuses. The BRIDGE program will allow students with the greatest need based on free and reduced lunch status, to check out devices and internet hotspots for home use which would allow 24/7 access to learning. With the BRIDGE technology lending program, Hillsboro ISD 8th and 9th grade students will be able to have anytime/anywhere access to information, which is a goal of the Texas Long-Range Technology Plan, 2006-2020 as well as the mission of Hillsboro ISD, "Preparing Today's Students for Tomorrow's World. Different types of devices were considered and because of a tablet's unique capability to allow students to create, collaborate, communicate, and critically think, because of their user-friendliness and ability to be managed through device management software, tablets were chosen for the lending initiative. Funds gained from the grant will be used to purchase tablets and internet hotspots that can be checked out by students whose homes do not have access to personal devices and/or internet service. In order to prioritize need, students will complete a questionnaire which includes information that indicates need for personal devices and internet access. Student check out of devices will be prioritized based on free/reduced lunch status and information gained from questionnaire. Planning for the lending program has taken into consideration the number of devices that would be necessary for all students to have access, but if a priority system is necessary to lend devices, the questionnaire answers from the students creates a hierarchy of student need. Teachers at Hillsboro Jr High and Hillsboro High School will be trained the summer and fall of 2014 on how to best use and incorporate instructional materials in engaging lessons. The BRIDGE Coordinator, the person who manages the lending program, will inventory and asset tag (barcode) the devices and hotspots and process them through Follett, a management and inventory software. After subsequent advertising, parent and student training, and student digital citizenship strand of the tech apps TEKS verification through Common Sense Media training and assessment, students would then be able to check-out tablets for personal use just as they would check out instructional materials for an entire school year. Hotspots would be available through teacher passes for check-out on an as-needed basis for 3 day periods. The BRIDGE program would be a way to assure that learners would have access to relevant technologies, tools, and resources for individualized instruction 24 hours a day/7 days a week.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through campus budgets, PTA grants and GEAR UP grants, both Hillsboro Junior High School and Hillsboro High School have purchased technology equipment for lending programs. This equipment is housed in mobile carts at each campus. The carts are stationed in the campus libraries and available for teachers to check-out via Google Calendars. The lending equipment at both campuses is in high demand, however, it is not in sufficient quantity to serve every student who needs access to personalized learning from an electronic device. With the addition of the BRIDGE program, at Hillsboro Junior High School and Hillsboro High School, there will be sufficient quantity for personalized learning with digital devices to occur at the 8th and 9th grade levels.

Both the BRIDGE program equipment and the previously purchased lending equipment will be used at school for in-school lending to support our endeavor to provide students with personalized access to technology devices. However, the devices for the BRIDGE program will also be available for home use and assigned to 8th and 9th grade students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program aligns with Hillsboro ISD's Mission Statement, Strategic Planning Goals and Belief Statements.

Mission

Preparing Today's Student for Tomorrow's World.

Goal #1: HISD has a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities.

Innovative strategies for the 24/7 delivery of instructional offerings through the use of technology, including online and other distance learning and digital content services to meet the diverse and personal learning needs of all students.

Goal #2: HISD has highly qualified and effective personnel.

- Build capacity for teachers to effectively use adapt and construct modes of digital learning
- Adopt the mindset of career long professional growth for educators to keep abreast of latest technology trends.
- Building digital literacy skills of educators.

With the BRIDGE technology lending program, Hillsboro ISD 8th and 9th grade students will be able to have anytime/anywhere access to information, which is a goal of the Texas Long-Range Technology Plan, 2006-2020 as well as the mission of Hillsboro ISD, "Preparing Today's Students for Tomorrow's World. Moreover, the district's Belief Statements begin with "We believe all students are eager and active participants in the learning process and are valued as the future leaders of the global community." This belief recognizes Hillsboro ISD students as 21st Century learners who must be equipped with 21st Century learning skills. These skills could be enhanced with access to 24/7 learning. Additionally, the district's strategic planning goal #1 states: "HISD has a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities. Utilizing electronic instructional materials as a way to meaningfully and innovatively connect with learners helps meet this goal. This particular student and teacher group of next year's 8th & 9th graders was identified as emerging in the use of the four C's: collaboration, communication, critical thinking, and creativity. However, teachers of this group were identified as having exemplary 21st century foundational skills. With focused professional development, particularly targeting the SAMR model, and personal devices in student hands, the district's goal is to move the 8th and 9th grade students and their teachers to exemplary in the use of the 4 C's in the BrightBytes survey and to the transformation level in the SAMR model after two years of implementing a device lending program. The following quotes support Hillsboro ISD's mission and goals for student learning:

Regular use of technology in the classroom is a precursor to connected, transformative learning (Horizon Report, 2013).

Digital communication increases students' abilities to connect with real world readers, increasing engagement (Pew Research Center, 2013).

More opportunities to collaborate digitally foster better teamwork skills (National Writing Project, 2013).

Most employers cite critical thinking as the most valuable capacity required of staff (Adobe Education Report, 2013.)

Creativity, innovation, and adaptability are the key traits to being a successful employee in high-growth, emerging industries (Pew Research Center, 2013).

Regular use of technology in the classroom is a precursor to connected, transformative learning (Horizon Report, 2013).

Digital communication increases students' abilities to connect with real world readers, increasing engagement (Pew Research Center, 2013).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hillsboro ISD has utilized BrightBytes surveys for grades 3-12 teachers and students as well as the Texas Campus School Technology and Readiness (STaR) Chart for teachers. The surveys included information on student and teacher access to personal devices and internet access and the level of seamless integration of technology application across content areas. After reviewing STaR chart data, it was determined that Hillsboro Jr. High School and Hillsboro High School teacher were between Developing Tech and Advanced Tech in their level of progress. In order to move teachers at these campuses to Target Tech, the campuses needed to provide on-demand access to personal devices so teachers could seamlessly apply technology across all subject areas so that learning opportunities would move beyond the walls of the classroom. After reviewing BrightBytes information, students at Hillsboro Jr. High and Hillsboro High School showed a great inequity in having access to personal devices and internet access in homes. Because of the STaR Chart and BrightBytes evidence, these campuses were identified as having a high need for a technology lending program.

When a technology lending program is implemented at Hillsboro High School and Hillsboro Jr. High, these campuses will ensure access to lending equipment by allowing 8th and 9th grade students to check out the devices and MiFi's for internet access the same as they would a resource in the library. The ability to check out devices and internet access will bridge a major gap in the availability of extended learning for a critical segment of the student population, which has the most to gain from its use. The program will provide essentially 24/7 quality access to those who are currently limited to accessing the Internet during the school day, allowing them to continue to learn, work, explore, and create even after the school doors have closed. In short, this effort will connect learners who might live in disconnected households, fostering an expanded community for reading, learning, and creativity. When teachers give assignments that require online learning for students who do not have access at home, students will be given a MiFi checkout pass by the teacher to use to check out a MiFi device from Bridge Central, the area on Hillsboro Jr. High and Hillsboro High School campus libraries where technology devices can be checked out for 3-5 days.

This initiative will bridge a major gap in the availability of the Internet for a critical segment of the population, which has the most to gain from its use. The program will provide essentially 24/7 quality access to those who are currently limited to accessing the Internet during a school day, allowing them to continue to learn, work, explore, and create even after school doors have closed. In short, this effort will connect wired users who live in disconnected households, fostering an expanded community for reading, learning, and creativity.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology has been integrated into the classroom as early as 1951 with the use of television as a vital tool for accessing information in the form of lectures and tutorials stored online (Lewis, Zhao, & Montclare, 2012). The Hillsboro High School campus currently offers instructional technology that is available for students in the classroom setting through campus wide protocols and procedures. However, the use of technology during out of school hours is lacking, creating a gap between school and home that students do not have the capabilities to overcome due to their family's economic status.

With the emergence of touch-screen devices, there has been a surge in the development of new apps that enables entertainment and learning both inside and outside the classroom (Apple in Education, 2014). Currently, at Hillsboro High School, students have access to 110 Chromebooks, which are housed around the campus in four different carts and 30 iPads located on a cart stored in the library. Due to the incorporation of wireless internet on campus, all of these devices can be checked out by a classroom teacher, via Google Calendars, and utilized by students in that class for the entire period.

Curriculum practices throughout the campus are consistently connected with technology. Teachers at Hillsboro High School have embraced the transformation from being the source of all knowledge to guides to instruction. Students regularly access online units and videos to locate knowledge, and teachers use online learning platforms such as Socrative and Edmodo to assess student learning and provide immediate feedback. As a district, Hillsboro ISD has implemented Google Apps for Education, and teachers and students at Hillsboro High School utilize Google Drive to collaborate and respond to learning. Many teachers at Hillsboro High School have attended professional development opportunities that are aligned with creating a classroom environment that is technology based. Staff members have attended the Texas Computer Education Association annual conference for innovative teaching and learning as well as Engaging the Net Generation by the Schlechty Center. Each of these conferences boasted for an increase in technology use for curriculum enhancement.

Classroom management policies and practices are continually enhanced through the use of technology that is readily available for students. Our teachers have been introduced and are currently developing skills in lesson design that is centered on students' interests and needs. According to Schlechty (2011) "teachers who explore the possibilities of sources of learning in the digital environment are more likely to be inspired to design work that serves the needs and interests of their students" (p. 117). At Hillsboro High School, we believe that students are more engaged in work that has meaning and is linked to a product, performance, or exhibition. Students frequently collaborate in groups in order to create a product. Online presentation tools, accessed through campus-based technology devices allow students to create and share their products within their classes, throughout the school, and across campuses.

The integration of a lending program would allow teachers to explore greater lesson designs to increase student achievement through the use of technology that can be integrated in to the home life of students. This would be a needed addition to current practices of in-house lending that is already available. The technology that is available to students for classroom instruction and project creation is not available outside of the classroom or off campus for in-home use. With a large population that is involved in school-sponsored athletics and extracurricular activities, the access to electronic devices and learning platforms becomes even more imperative. Students are required to stay after school or complete the work on their own devices at their home. Hillsboro ISD's current student population is 78.3% economically disadvantaged. As such the available technology in the homes of students is limited. Students are often limited to completing coursework, or research, on campus alone. The implementation of the TEA Technology Lending Grant will enable readily available technology for student use in their homes. This would enhance the ability of teachers in the use of flipped classroom strategies that create a student-centered learning environment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Electronic instructional materials, as defined through the Texas Education Code, are accessed daily throughout Hillsboro ISD. At the earliest grade levels, students English Language Arts and Reading instruction is enhanced through Pearson Scott Foresman's digital path. At Hillsboro Jr. High and Hillsboro High School, 8th and 9th grade students are accessing electronic instructional materials in their English classes through online resources such as Pearson Prentice Hall's Writing Coach and Interactive Reader's Notebook. Hillsboro Intermediate and Hillsboro Jr. High School students also have access to online intervention resources through iStation for reading and Think Through Math for mathematical support.

Science learning at jr high is enhanced through Cinch Science. Most notably though, students throughout the district also utilize digital content, Internet resources, and technology tools that move beyond the education code such as ebooks, iTunes University, YouTube, Khan Academy, and Wolfram Alpha, just to name a few.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teachers in all foundation curriculum subject areas at Hillsboro Junior High and Hillsboro High School have received professional development in the use of electronic instructional material that supplements their curriculum. This professional development was provided by the publisher of the material and follow-up training was provided by the district's instructional technologist. In addition, during our district's 2014 Summer Academies to be held in June and July, textbook publishers are scheduled to provide professional development for the math and science teachers and model how to successfully implement the electronic instructional resources that are included with the new textbook adoptions.

Ongoing professional development to create, implement and support technology infused lessons, projects and programs is provided through face-to-face and online training and mentoring during the school year. During the summer months, the district will provide 15 courses in instructional technology professional development and use the SAMR model as the blueprint for technology integration.

The Campus STaR charts indicate that the patterns of classroom use for technology is at the Developing Tech level for both Hillsboro Junior High and Hillsboro High School. To facilitate the movement toward Target Tech, during October 2014-December 2014, small group professional development will be held weekly and will be led by the instructional technologist. Also, training videos will be created and provide "flipped professional development" to supplement the face-to-face, small group training. All of the training will incorporate the SAMR model and the creation of online classrooms for blended learning. The instructional technologist will plan with the teachers, co-teach and offer support as teachers lead a technology lesson with their students. The implementation of the SAMR model will focus on using technology in purposeful and effective ways to bring about substantive and long-term change in the way that students use technology to have authentic experiences that they were not able to have before the implementation of this program.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hillsboro ISD is dedicated to providing equitable and continuously improving avenues to digital technologies through ubiquitous internet access. Our jr. high and high school campuses have in place an infrastructure that supports LAN/WAN and wireless network connections. Our wireless network is capable of supporting over 150 additional Internet devices throughout the buildings. To support these devices we currently have over 50 Cisco Aironet 1142N Access Points distributed throughout our high School with an additional 33 access points throughout our jr. high.

District Internet access is delivered via a CSME circuit coming from ESC Region 12 service center. We currently have a 50 Meg Internet pipe, but will be increasing that this summer to a full 100 Meg pipe doubling our bandwidth for the entire district. Internet bandwidth is evaluated each and every year to make sure we have adequate bandwidth for our students and staff.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology lending program that Hillsboro ISD will be undertaking includes a process by which students can check out MiFi hotspots for home internet access from Hillsboro Jr. High and Hillsboro High School's Bridge Central, an area in the libraries where technology resources such as MiFi's and digital devices are available and can be checked out and used for academic needs. The MiFi's, which will be asset tagged and inventoried, will be available for 3-5 day checkouts.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technical support will be available through the Bridge Bar located in the campus library and will be managed through the district's technology team. The technology team is housed at Hillsboro Jr High with members of the team also designated as technical support at each campus. The Bridge Bar at Hillsboro Jr. High and Hillsboro High School will be open during lunch periods for technical support of devices. An online connection to a help desk will also be available for students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For both campuses, the BRIDGE Coordinator will develop the lending program handbook which will focus on the lending of devices and internet hotspots for those without internet at home, update the student Responsible Use Policy, advertise the program to the community, coordinate professional development for campuses on utilizing 1:1 technology, establish student eligibility for device and internet check-out, acquire board approval for program, hold orientation training meetings with families and students; collect and file lending agreements, oversee device insurance, inventory and check-in and check-out equipment through Follett on campus libraries, conduct device inventory checks; hold committee meetings, provide surveys for user/teacher feedback, and oversee the student technology team for the genius bar, the area on campuses where tablet troubleshooting occurs. The BRIDGE coordinator will also verify and document instructional technology material training for teachers which will take place during the summer and fall of 2014.

In order to prioritize need, students will complete a questionnaire which includes information that indicates need for personal devices and internet access. Student check out of devices will be prioritized based on free/reduced lunch status and information gained from questionnaire. Planning for the lending program has taken into consideration the number of devices that would be necessary for all students to have access, but if a priority system is necessary to lend devices, the questionnaire answers from the students creates a hierarchy of student need.

To maintain the technology equipment in proper working condition, a help desk, called the Genius Bar will be open every day during lunch at Hillsboro Junior High School and the Hillsboro High School. The Genius bars will be operated by a technician from the Hillsboro Technology Department and also qualified student technicians. Also, two additional years of extended warranty has been budgeted for each device to assist with repairs that are beyond the scope of our Genius Bar.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-904

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BRIDGE Coordinator, the person who manages the lending program, will order, inventory and asset tag (barcode) the devices and hotspots and process them through Follett, a management and inventory software. After subsequent advertising, parent and student training, and student digital citizenship strand of the tech apps TEKS verification through Common Sense Media training and assessment, students would then be able to check-out tablets for personal use just as they would check out instructional materials for an entire school year. Hotspots would be available through teacher passes for check-out on an as-needed basis for 3 day periods. The BRIDGE program would be a way to assure that learners would have access to relevant technologies, tools, and resources for individualized instruction 24 hours a day/7 days a week. Insurance for devices would be provided through Apple Care Plus, which provides two additional years of extended warranty. This has been budgeted for each device to assist with repairs that are beyond the scope of our Genius Bar.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After visiting and researching districts of comparable size that have implemented technology lending programs, HISD produced a Technology Lending Agreement for students and parents that addresses responsible care and use of equipment and responsible use of digital resources and the internet. The agreement begins with a mandatory parent and student training session that will review the lending agreement requirements and refer to the district's existing Responsible Use Policy. The students, before being eligible to check out a device or internet access, must take and pass a grade level appropriate "Digital Citizenship" test. Upon passing, the student will be issued a Bridge card, which will give them access to check out devices and MiFi hotspots

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: